

Aynor Middle

400 Frye Road
Galivants Ferry, SC 29544

Grades 6-8 Middle School

Enrollment 528 Students

Principal Milton Frink 843-358-6000

Superintendent Dr. Bobby Nalley, Acting
Superintendent 843-488-6700

Board Chair Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	20	25	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	Average	Unsatisfactory	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

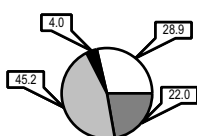
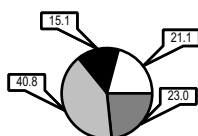
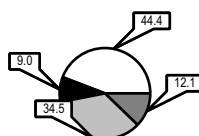
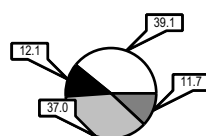
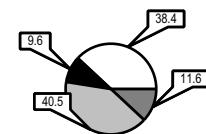
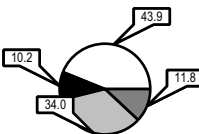
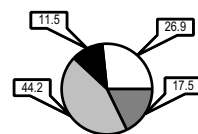
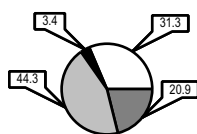
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.2
English 1	N/A	96.3
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.3
All Subjects	100.0	97.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	515	98.6	28.1	45.7	22.2	4.0	37.2	Yes	Yes
Gender									
Male	258	98.1	33.8	44.4	18.8	3.0	31.6	N/A	N/A
Female	257	99.2	22.6	46.9	25.5	5.0	42.7	N/A	N/A
Racial/Ethnic Group									
White	452	98.9	25.8	46.4	23.2	4.5	39.7	Yes	Yes
African American	51	98.0	47.7	38.6	13.6	0.0	18.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	436	98.6	20.3	49.4	25.6	4.7	43.2	N/A	N/A
Disabled	79	98.7	72.9	24.3	2.9	0.0	2.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	515	98.6	28.1	45.7	22.2	4.0	37.2	N/A	N/A
English Proficiency									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	510	98.8	27.9	45.6	22.4	4.1	37.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	312	97.8	36.6	47.7	13.6	2.2	23.7	No	Yes
Full-pay meals	203	100.0	16.0	42.8	34.5	6.7	56.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	515	98.6	20.3	41.2	23.3	15.2	52.0	Yes	Yes
Gender									
Male	258	98.1	23.1	38.9	21.8	16.2	50.0	N/A	N/A
Female	257	99.2	17.6	43.5	24.7	14.2	54.0	N/A	N/A
Racial/Ethnic Group									
White	452	98.7	17.5	40.5	25.4	16.5	55.2	Yes	Yes
African American	51	98.0	45.5	45.5	4.5	4.5	25.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	436	98.6	14.9	40.9	26.3	17.9	58.3	N/A	N/A
Disabled	79	98.7	51.4	42.9	5.7	0.0	15.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	515	98.6	20.3	41.2	23.3	15.2	52.0	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	510	98.6	20.1	41.2	23.3	15.4	52.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	312	97.8	26.2	45.2	17.9	10.8	40.1	Yes	Yes
Full-pay meals	203	100.0	11.9	35.6	30.9	21.6	69.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	515	98.3	43.5	35.0	12.3	9.1	21.4
Gender							
Male	258	97.7	42.1	33.9	12.9	11.2	24.0
Female	257	98.8	45.0	36.1	11.8	7.1	18.9
Racial/Ethnic Group							
White	452	98.2	39.8	36.6	13.5	10.1	23.6
African American	51	98.0	70.5	22.7	4.5	2.3	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	436	98.4	37.8	37.6	14.2	10.4	24.6
Disabled	79	97.5	76.8	20.3	1.4	1.4	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	515	98.3	43.5	35.0	12.3	9.1	21.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	510	98.2	42.9	35.4	12.4	9.2	21.7
Socio-Economic Status							
Subsidized meals	312	97.1	54.9	27.8	10.1	7.2	17.3
Full-pay meals	203	100.0	27.3	45.4	15.5	11.9	27.3

Social Studies							
All Students	515	98.6	38.5	37.4	11.8	12.3	24.1
Gender							
Male	258	98.1	39.7	32.9	11.1	16.2	27.4
Female	257	99.2	37.2	41.8	12.6	8.4	20.9
Racial/Ethnic Group							
White	452	98.7	36.5	37.6	12.0	13.9	25.9
African American	51	98.0	54.5	31.8	13.6	0.0	13.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	436	98.6	33.5	39.5	13.4	13.6	27.0
Disabled	79	98.7	67.1	25.7	2.9	4.3	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	515	98.6	38.5	37.4	11.8	12.3	24.1
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	510	98.6	38.2	37.4	12.0	12.4	24.4
Socio-Economic Status							
Subsidized meals	312	97.8	48.0	35.8	8.2	7.9	16.1
Full-pay meals	203	100.0	24.7	39.7	17.0	18.6	35.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	33.9	28.2	31.6	6.3	37.9
	7	177	100.0	25.0	53.1	18.8	3.1	21.9
	8	167	100.0	23.0	51.6	20.5	5.0	25.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	160	98.8	27.6	42.8	22.1	7.6	29.7
	7	183	98.4	22.8	49.7	25.1	2.3	27.5
	8	172	98.8	34.4	43.9	19.1	2.5	21.7
Mathematics								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	13.8	32.2	35.1	19.0	54.0
	7	177	100.0	23.8	41.3	21.9	13.1	35.0
	8	167	100.0	26.1	49.1	18.0	6.8	24.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	160	99.4	13.0	44.5	28.8	13.7	42.5
	7	183	98.4	18.7	37.4	22.8	21.1	43.9
	8	172	98.3	28.8	42.3	18.6	10.3	28.8
Science								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	99.5	31.8	32.9	21.4	13.9	35.3
	7	177	99.4	41.3	36.3	9.4	13.1	22.5
	8	167	100.0	47.2	37.3	6.2	9.3	15.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	160	98.8	52.4	25.5	11.7	10.3	22.1
	7	183	97.8	35.9	36.5	18.2	9.4	27.6
	8	172	98.3	43.6	42.3	6.4	7.7	14.1
Social Studies								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	99.5	24.3	35.3	23.1	17.3	40.5
	7	177	100.0	44.4	33.1	14.4	8.1	22.5
	8	167	100.0	31.7	46.6	13.7	8.1	21.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	160	98.8	33.8	36.6	14.5	15.2	29.7
	7	183	98.4	48.5	33.3	5.8	12.3	18.1
	8	172	98.8	31.8	42.7	15.9	9.6	25.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 528)				
Students enrolled in high school credit courses (grades 7 & 8)	34.2%	Up from 25.9%	15.0%	16.7%
Retention rate	1.9%	Down from 5.2%	2.2%	2.5%
Attendance rate	94.8%	Down from 95.5%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.6%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.6%	0.1%	1.0%
Eligible for gifted and talented	30.1%	Down from 30.6%	18.3%	15.6%
On academic plans	46.6%	N/AV	43.2%	39.9%
On academic probation	0.0%	N/AV	0.9%	0.7%
With disabilities other than speech	11.6%	Down from 17.0%	13.4%	12.4%
Older than usual for grade	5.7%	Down from 5.9%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.8%	Up from 1.5%	0.9%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Down from 54.1%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.2%	N/A	9.2%	9.1%
Teachers with emergency or provisional certificates	6.5%	Down from 8.8%	3.6%	5.6%
Teachers returning from previous year	N/A	N/A	86.3%	84.6%
Teacher attendance rate	94.6%	Up from 94.2%	94.9%	94.8%
Average teacher salary	\$44,468	Up 1.1%	\$41,782	\$42,267
Prof. development days/teacher	11.1 days	Up from 10.0 days	12.5 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 25.3 to 1	21.4 to 1	21.1 to 1
Prime instructional time	88.1%	Down from 88.4%	89.3%	89.0%
Dollars spent per pupil*	\$7,307	Down 37.2%	\$6,064	\$6,243
Percent of expenditures for teacher salaries*	59.6%	Down from 66.0%	60.6%	59.8%
Percent of expenditures for instruction*	63.7%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.2%	Up from 90.7%	98.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Aynor Middle School has completed another successful school year. We are elated over the progress that was made during our third year in existence. This could not have been done without the help and encouragement of our parents, students, staff members, and community and business partners.

To address the needs of our children, we have implemented and continued to improve on the following programs and/or strategies. Literacy First strategies were implemented in all subject areas. Monitoring Independent Reading Practice (MIRP) was implemented on each grade level. We continued Read 180 and Math 180 programs for all students needing academic assistance. Focus lessons were geared not only to reading and math for intensive areas of instruction, but also other areas of interest such as Spanish, music, careers, art, and intramurals. The after-school tutorial program served more students and was extended for a longer period of time than previous years for those who wanted to strengthen their academic skills. All teachers continued to use MAP testing data for math, language arts, and reading to analyze the progress of their students. Based upon this data, students were provided more intensive instruction in areas of weaknesses. As a result, our students showed an improvement in MAP test scores. Staff development was based upon student achievement results from PACT and MAP, as well as other district initiatives for the school year.

Aynor Middle School students continued to receive recognition and many different awards, including the following: 110 students made the Superintendent's Reading Honor Roll; 30 students were recognized for the Knight Time Reader Awards; AMS participated in the Soil & Water Conservation Essay contest and won second place on the district level; one student was recognized as a Duke TIP Scholar and seven were recognized as Junior Scholars. There were 36 students chosen to be in the All-County Chorus out of approximately 100 students. For the second year in a row, AMS chorus received a superior rating at a music festival. This year they performed at the Walt Disney Festival in Orlando, Florida. The art department had five students receive awards for the Voices of South Carolina Children's Picasso Projects. AMS was also recognized for recycling telephone books as part of an HTC program that encompassed Horry and Georgetown counties.

Although we feel the quality of instruction in our school and district is high, there is always room for improvement. We here at AMS will never stop our pursuit until excellence is achieved for all students.

Milton Frink, Principal

Phillip Hendrick, School Improvement Council Chairperson 2005-2006

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	149	119
Percent satisfied with learning environment	94.6%	79.9%	85.5%
Percent satisfied with social and physical environment	100.0%	74.8%	82.9%
Percent satisfied with school-home relations	91.9%	79.1%	80.2%

*Only students at the highest middle school grade level at this school and their parents were included.